

# SEWARD AND BUTLER COUNTY

## Three-Year Juvenile Services Plan

July 2015-June 2018

Contact Information

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## II. Community team history and organization

The team name is Seward and Butler County Three Year Plan and Prevention Coalition. Seward County Bridges implemented a government task force in 2001 to begin the development of the Pretrial Diversion Program in Seward County. Once the diversion program was developed, the team began forming a countywide juvenile services plan to improve the quality of life for youth and families in Seward County. Included in this plan was mentoring; after school programs; Seward Youth Center; connection of services and agencies within the county; improved statistical information from law enforcement agencies; and better communication between schools, agencies, the county attorney and law enforcement.

In 2004, requirements from the Nebraska Crime Commission led to the formation of a new committee to begin crafting a new plan according to the commission's template. The group held monthly meetings to develop and implement the plan. In 2006, the committee submitted its formal plan to the commission.

Also in 2006, the committee began meeting three times a year to analyze how county programs are progressing toward the stated strategies. In 2008, the committee participated in the Office of Juvenile Justice and Delinquency Prevention Analysis Tool, and held three planning sessions in anticipation of the 2009-2011 plan rewrite. The committee held its final 2008 session in November.

The committee met twice yearly in 2009 and 2010, then based on commission requirements begin the rewrite for 2012. However, the crime commission structure changed and the due date for the plan was pushed ahead to 2013. In 2011 and first half of 2012, the committee met quarterly. In 2012, it met monthly in July, August, September and October to finalize the plan.

In 2013 the committee met five times throughout the year to discuss the progress and success related to the new priorities and strategies. Then in August 2013, Seward and Butler County entered into an Interlocal Agreement combining the two counties Three Year Juvenile Services Comprehensive Community Plans. The committee then met seven times in 2014 and five times in 2015. The 2015 meetings focused on rewriting the plan.

The current committee chairperson is Wendy Elson, the Seward County Attorney. Seward County takes the lead as the fiscal agent.

## B. Seward County Team members

Name, phone and e-mail	Agency and address
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Whitney Fleischman (402) 643-2883 wfleischman@co.seward.ne.us	Seward County Commissioner Seward County Courthouse Seward, NE 68434
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Andrew Ratcliffe (402) 643-2983 Andrew.ratcliffe@stjohnseward.org	Pastor St. John Lutheran Church 919 N. Columbia Seward, NE 68434
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Noelle Baker 402-643-2988 Noelle.baker@sewardschools.org	Counselor Seward High School 532 Northern Heights Dr. Seward, NE 68434
Troy Hiser 402-643-0542 tkhiser@gmail.com	Foster Friends 421 Faith Ln Seward, NE 68434

**Butler County Team members**

Julie Reiter 402-367-7470 jlreiter@neb.rr.com	County Attorney Butler County Attorney's Office 451 N. 5 <sup>th</sup> David City, NE 68632
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III. Juvenile Justice System Analysis tool. A copy of the most recent tool is attached in the appendix. Additional data that Bridges utilizes: the 2012 Nebraska Risk and Protective Factors Survey results (Seward County); the 2010 Nebraska Risk and Protective Factors Survey results (Butler County); 2009 Strategic Prevention Framework State Incentive Grant community analysis results; and anecdotal evidence to identify our significant trends regarding substance abuse. We also use Nebraska Department of Motor Vehicles statistics; Annie Casey Foundation data; Nebraska Crime Commission Uniform Crime Reporting; U.S. Census Quickfacts.

**Seward:**

The results of the 2012 Nebraska Risk and Protective Factors showed that alcohol was the most common substance used by 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students. After alcohol, 6<sup>th</sup> grade students reported tobacco and inhalants as the most frequently used; 8<sup>th</sup> grade students reported tobacco, inhalants, and marijuana as the most frequently use; 10<sup>th</sup> grade students reported tobacco, marijuana, and prescription drugs as the most frequently used; and then 12<sup>th</sup> grade students reported tobacco, marijuana, and prescription pills.

The survey showed decrease in lifetime use of alcohol, cigarettes, prescription drugs, and inhalants among 6<sup>th</sup> grade students and a slight increase in marijuana and smokeless tobacco use from 2010 to 2012. In 8<sup>th</sup> grade students, there was an increase in inhalant use but decrease in lifetime use of alcohol, cigarettes, smokeless tobacco, marijuana, and prescription drugs. Among 10<sup>th</sup> grade students, lifetime use of alcohol, cigarettes, smokeless tobacco, marijuana, inhalants, and prescription drugs all increased. Finally, for 12<sup>th</sup> grade students, the lifetime use of alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants increase from 2010, while prescription drugs showed a slight decline.

Lifetime Substance Use Among Students								
	Grade 6		Grade 8		Grade 10		Grade 12	
	2010	2012	2010	2012	2010	2012	2010	2012
<b>Alcohol</b>	10.6%	8.7%	19.6%	15.1%	40.2%	41.3%	49.1%	65.5%
<b>Cigarettes</b>	2.7%	1.6%	15.1%	6.5%	19.6%	24.2%	31.6%	37.6%
<b>Smokeless tobacco</b>	1.6%	3.2%	6.9%	3.2%	11.1%	12.7%	20.5%	22.5%
<b>Marijuana</b>	0%	.8%	6.7%	3.2%	14%	20.6%	16.4%	28.1%
<b>Inhalants</b>	11.2%	2.4%	3.9%	6.5%	3.1%	4.8%	1.2%	5.2%
<b>Prescription drugs</b>	1.6%	.8%	2.2%	.5%	2.6%	6.9%	5.9%	5.3%

Results also indicated that the use of cigarettes, alcohol, and marijuana was perceived as wrong according to almost 100% of 6<sup>th</sup> grade students. However, only 61% of 12<sup>th</sup> grade students viewed cigarettes and alcohol use as wrong and only 75.4% viewed marijuana use as wrong. For all grades surveyed, all students perceived cigarettes as putting people at greater risk than

smokeless tobacco. The perception of the risk related to smoking marijuana regularly was 74% for 6<sup>th</sup> grade students compared to 46.2% for 12<sup>th</sup> grade students. In addition, the perception of risk related to having five or more alcoholic beverages one or times week was considered more risky for 6<sup>th</sup> grade students with 57.8% considering it risky and only 36.6% of 12<sup>th</sup> grade students considered it risky.

**Butler:**

The results of the 2010 Nebraska Risk and Protective Factors showed that alcohol was the most common substance used by 6th, 8th, 10th, and 12th grade students. After alcohol, 6th graders, alcohol and inhalants were reported as most frequently used followed by cigarettes and prescription drugs; 8th graders reported tobacco as most frequently used; 10th graders reported tobacco and marijuana as most frequently used; 12th graders reported tobacco and marijuana as most frequently used.

The study results showed that 61.4% of 6th grader students perceive trying marijuana as a great risk compared to only 21.9% of 12th graders. In addition, 10.5% of 6th grade student thought it was very easy or sort of easy to get cigarettes compared to 60.3 % of 12th graders. Smokeless tobacco and marijuana was shown to be more popular among males than females at all grade levels. Among 6th graders, 98.6% thought it to be very wrong for someone their age to drink alcohol at least once or twice a month while 61.6% of 12th graders thought it was wrong. In addition to substance use, student reported experiencing other at risk behaviors. Bullying on school property is fairly consistent among the grades, 32.4% among 6th graders compared to 30.1% among 12th graders. Electronic bullying was reported among 14.3% of 6th graders compared to 27.4% among 12th graders.

Lifetime Substance Use Among Students 2010 Report				
	6th Grade	8th Grade	10th Grade	12th Grade
	Overall	Overall	Overall	Overall
Alcohol	7.0%	57.9%	52.1%	68.5%
Cigarettes	1.4%	15.8%	20.0%	30.1%
Smokeless Tobacco	0.0%	15.8%	22.7%	26.0%
Marijuana	0.0%	5.3%	13.3%	8.2%
Inhalants	7.0%	2.6%	4.0%	1.4%
Prescription Drugs	1.4%	0.0%	1.3%	2.7%

### III. Community socio-economics

#### Seward:

Most recent census date in 2013 shows the population of Seward County at 17,089. The population of Seward County has increase 2.0% over the past 3 years. The City of Seward has 7,120 residents and the City of Milford 2,191. Smaller towns and villages in the county are Beaver Crossing, Bee, Cordova, Garland, Goehner, Pleasant Dale, Staplehurst and Utica.

Below is a breakdown of the demographics of Seward County residents by age, race, and gender in 2013.

Age	Percentage
Persons under 5 years	5.9
Persons under 18 years	23.4
Persons 65 years and over	16.3

Gender	Percentage
Female	48.9
Male	51.1

Race	Percentage
White	97.3
Black	0.5%
American Indian and Alaska Native	0.4%
Asian	0.5%
Native Hawaiian and Other Pacific Islander	0.0%
Hispanic or Latino Origin	2.1%
Two or more races	1.2%

The Burlington Northern Santa Fe serves Seward County with 65 freight trains daily. East-west U.S. Highway 34 and north-south Nebraska Highway 15 intersect in downtown Seward. Interstate-80 is five miles south of the City of Seward and runs the full length of the county, approximately 27 miles. Interstate 29 is 80 miles east of Seward.

Seward Municipal Airport is located two miles south of Seward with hard-surfaced and lighted runways. The airport sells fuel and provides aircraft maintenance. The facility houses about fifteen private airplanes in several hangars. Lincoln Municipal Airport is approximately 25 miles east of Seward. United, Northwest and Delta Airlines have daily flights from Lincoln.

Seward County has three public school systems, an alternative high school and four parochial grade schools. Located in Milford, Educational Service Unit Six provides special education, preschool, workshops and educational assistance to all county schools. Also in Milford is Southeast Community College, a technical and technology two-year institution. Seward is home to Concordia University, a private Christian liberal arts college with an enrollment of approximately 1,500. Seward County hosts a HeadStart school with an enrollment of 17.

The main economic activities are manufacturing, retailing, medical services, education, farming, cattle, hog and sheep feeding, trucking, printing, banking and agricultural research. The City of Seward has an extensive parks and recreation system: 2.7 mile hiking and biking trail currently being expanded to 5 miles; 11 playgrounds; 7 ball fields; a disc golf course; year-round city-sponsored athletics including softball, baseball, wrestling, football, soccer and volleyball; and an athletic training center.

Seward has numerous venues through the year that benefit tourism including the well-known Small Town USA Fourth of July and the Plum Creek Children’s Literacy Festival. Concordia University is host to dozens of athletic, fine arts and other events attracting approximately 100,000 visitors annually. The Seward County Fairgrounds Ag Pavilion also hosts dozens of events each year including gun shows, dog shows, craft fairs and the annual Seward County Fair which draws over 12,000 attendees. The fairgrounds recently added Harvest Hall; a 14,300 sq. ft facility that seats 480 individuals for meetings, family reunions, wedding receptions and other events. The hall is equipped with state-of-the-art electronics and an audio-visual installation.

Approximately 40 percent of Seward residents commute to nearby Lincoln to work. The average median income in Seward is \$59,435. The percentage of those living below the poverty level is 7.9%.

**Butler**

Data from the U.S. Census of 2013 revealed that there are 8,312 people residing in Butler County. Butler County is a rural community with one city, David City with population of 2,900, and eleven villages: Albie, Bellwood, Brainard, Bruno, Dwight, Garrison, Linwood, Octavia, Rising City, Surprise, and Ulysses.

Below is a breakdown of the demographics of Seward County residents by age, race, and gender in 2013.

Age	Percentage
Persons under 5 years	5.7
Persons under 18 years	23.9
Persons 65 years and over	22.2

Gender	Percentage
Female	49.4
Male	50.6

Race	Percentage
White	98.2
Black	0.4%
American Indian and Alaska Native	0.3%
Asian	0.4%
Native Hawaiian and Other Pacific Islander	0.0%
Hispanic or Latino Origin	2.9%
Two or more races	0.7%

Butler County, located in east-central Nebraska, consist of 584.91 square miles of land area and .08 miles of water area. The population density for Butler County is 14.4 people per square mile. The county seat of David City is approximately 50 miles northwest of Lincoln and is the midpoint(75 miles)between Omaha and Grand Island. The County is served by major Nebraska Highways 15 and 92, and U.S. Highway 30.

Within Butler County there are five public schools and two (2) private schools. Within the public school districts are: Bellwood Attendance Center, Bellwood, David City Elementary School, David City High School, East Butler High School, Shelby/Rising City Middle School, The private schools include: Aquinas High School, David City; and St. Mary's Catholic Elementary School, David City.

The main economic activities with Butler County is farming, cattle feeding, hog production, egg production, manufacturing, food processing and retail. David City, the county seat, has one private golf course, two public tennis courts, a family aquatic center, the Thorpe Opera House, the David City Auditorium, two public parks, public library, fitness centers, ball fields, and two public camp grounds.

The average median income in Seward is \$50,247. The percentage of those living below the poverty level is 9.4%.

Seward and Butler County  
Three Year Juvenile Services Plan 2015-2018

***Priority One***

Strengthen collaboration and distribute responsibilities for community betterment among communities, public organizations, private organizations, government entities and all interested parties via collective impact.

Strategy one: Build coalition capacity.

Resources:

- **Obtain commitments from the 12-sectors to serve on the prevention coalition: youth; parent; business; media; schools; youth-serving organization; law enforcement; religious organization; civic group; healthcare professional; state or local agency with expertise in field of substance abuse, juvenile crime, and mental health; other organization involved in reducing substance abuse, juvenile crime, and mental health issues** *Who:* Bridges, Bridges recruiting committee, Prevention Coalition Teams *Timeline:* July 2015 and ongoing *Results:* Stronger coalition capacity and readiness for Drug Free Community (DFC) grant and other opportunities.
  
- **Maintain Seward County services database and ensure resources to keep it updated:** *Who:* Bridges, Concordia intern, Foster Friends *Timeline:* Ongoing *Results:* Those in need have access to resources to reduce substance abuse, juvenile crime, and mental health issues.

Strategy two: Maintain Seward County Bridges and the Butler County Coalition as the “backbone” organization for their county and also as the central and priority agency for juvenile justice and prevention.

Resources:

- **Coalition Team:** *Who:* Bridges and Seward and Butler Coalition Teams *Timeline:* Ongoing *Results:* Team will utilize and implement a data-driven plan whose strategies and resources benefit county youth and in particular in the areas of underage alcohol use, drug abuse, risky behavior prevention, mental health issues, and building the 40 Developmental Assets.
  
- **Three Year Plan** *Who:* Seward County Attorney’s Office in collaboration with Bridges and the Seward and Butler Coalition Teams *Timeline:* July 2015 *Results:* Team will utilize and implement a data-driven plan whose strategies and resources benefit county youth and in particular in the areas of underage alcohol use, drug abuse, risky behavior prevention, mental health issues, and building the 40 Developmental Assets.

- **Grant writing:** *Who:* Bridges in partnership with the Seward County Attorney's Office and other programs seeking funds *Timeline:* Ongoing *Results:* All programs will see increased sustainability and sufficient resources to implement their strategies.
- **Grant management and fiscal agent services:** *Who:* Bridges in collaboration with Seward County Attorney's Office *Timeline:* Ongoing *Results:* Programs receiving grant funding will be in compliance with all funding requirements, and Bridges in collaboration with Seward County Attorney's Office will provide oversight and accountability in all financial transactions.
- **Bridges' operations sustainability:** *Who:* Bridges finance committee *Timeline:* Ongoing *Results:* Bridges will have sufficient operating funds.

**Strategy three: Implement strategies and increase resources pertaining to the understanding the social issues that adversely impact youth**

**Resource:**

- **Bridges out of Poverty:** *Who:* Bridges, Prevention Coalition, CASA *Timeline:* July 2016 *Results:* Bridges Out of Poverty is a community support program to help employers, community organizations, social service agencies, and individuals address and reduce the social issues of poverty. More specifically, the program brings community members from all sectors together in order to reduce social costs related to crime, poor health, and welfare; strengthen educational attainment and job skills; enhance economic development; reduce unemployment; improve on-the-job productivity; and build sustainable communities where everyone can live well.

***Priority Two***

**Educate, engage and involve parents and other adults as role models in the lives of county youth and in youth programs.**

**Supporting Data:**

- In the past 30 days, 29.5% (Seward, 2012) and 23.8% (Butler, 2010) of 12<sup>th</sup> grade students obtained alcohol from a parent without their permission.
- In the past 30 days, 31.0% (Seward, 2012) and 20.0% (Butler, 2010) of 12<sup>th</sup> grade students used alcohol at their home without parent permission.
- In the past 30 days, 16.3% (Seward, 2012) and 12.5% (Butler, 2010) of 12<sup>th</sup> grade students used alcohol at their home with their parent permission.
- In the past 30 days, 54.5% (Seward, 2012) and 32.0% (Butler, 2010) of 12<sup>th</sup> grade students used alcohol at someone else's home without their parent permission.
- In the past 30 days, 31.0% (Seward, 2012) and 28.0% (Butler, 2010) of 12<sup>th</sup> grade students used alcohol at someone else's home with their parent permission.
- 32.9% (Seward, 2012) and 44.4% (Butler, 2010) of 12<sup>th</sup> grade students reported feelings of not being attachment to their family

- 45.0% (Seward, 2012) and 43.8% (Butler, 2010) of 12<sup>th</sup> grade students reported their parental attitudes were favorable toward drug use.

**Strategy one: Implement environmental strategies such as public relations campaigns, social media campaigns and other hands-on projects that will result in changes in policies, practices and social norms.**

**Resources:**

- **Web presence with resources for parents on school and Bridges Web site:** *Who:* Bridges, local schools *Timeline:* August 2016 and ongoing *Results:* Schools and Bridges will provide access to research-based, locally-driven resources on their website. Some topics to be included on their websites include information on: preparing for college and applying for financial aid; using social media in a safe and positive manner; preparing parents on talking to their youth about alcohol/drugs and recognizing substance abuse; identifying signs of depression or suicidal thoughts; understanding the 40 Developmental Assets; and promoting a healthy lifestyle through proper nutrition and exercise.
- **Social media posts on Bridges Facebook page:** *Who:* Bridges *Timeline:* July 2015 and ongoing *Results:* Facebook posts are a no-cost, widely-used social media tool that will create awareness and collaboration by connecting and sharing information. Examples of past social media posts include information about upcoming job fairs, seminars, trainings, and community activities; advertisement for volunteer opportunities in the community; notification of awards given to local community members; newspaper articles describing positive developments in the community; educational materials regarding child wellness; alcohol and drug prevention messages; and recruitment of community members and professionals to join Bridges.
- **Media campaigns; 40 Developmental Assets; MADD Power of Parents; Operation Graduation; others** *Who:* Bridges, Four Corners, Region 5 *Timeline:* Fall 2016. *Results:* Changing of social norms in perception of alcohol and drug use and abuse; providing information on available prevention programs and services; educating the community on the 40 Developmental assets and how they result in positive youth development. Venues include newspaper, Facebook, Web, literature distribution at community events such as the health fair and county fair.

**Strategy two: Provide educational opportunities for parents and adults to increase the 40 Developmental Assets in youth.**

**Resources:**

- **Family Nights:** *Who:* Extension, Family Nights committee *Timeline:* September 2015 and ongoing *Results:* Parents will strengthen their skills in establishing positive family relationships, improving family communications and instilling the 40 Developmental Assets. Family Nights provides a meal, followed by child care for youth and a presentation for parents. The Program will schedule six or more programs in Seward and

quarterly programs in Milford and Utica. Examples of topics presented include 40 Developmental Assets, parenting in a digital world, nutritional information, 4-On Your Own and OK curriculum, and a visit from the mobile science lab. Family Nights is dedicated to educating and involving parents in the lives of youth due in part that every dollar invested in early childhood, the system saves \$7 to \$8.

- **Parenting classes:** *Who:* Pretrial Diversion *Timeline:* July 2015 and ongoing *Results:* The Parenting classes are facilitated by a Licensed Independent Mental Health Practitioner. The instructor utilizes a program titled, *Building Strong Families* through the University of Missouri Cooperative Extension. This class provides parents with ideas on how to discipline and guide their children in ways that are positive and healthy for child development and future well-being. Four broad concepts are presented and reviewed: the difference between discipline and punishment; stages of child development and corresponding methods of discipline and guidance; the relationship between parenting behaviors and child outcomes; and positive methods of child discipline and guidance. Participants are also provided information on the 40 Developmental Assets from Search Institute and given an opportunity to consider ways to increase assets in their children's lives. In addition, MADD's Power of Parents Program is presented during one of the sessions. The goals of the parent program are to influence parenting behavior to prevent underage drinking, maintain the 21 minimum drinking age law in all 50 states and engage new supporters to carry on MADD's lifesaving work. After the classes, the parents completed an evaluation administered through the Diversion Office. The parents were in agreement that this class was very helpful and that they needed to listen more to their children.
- **Parenting apps and teacher texts:** *Who:* Extension *Timeline:* July 2015 and ongoing *Results:* The UR Parent App provides research based information to parents focusing on helping their family thrive and how to support children as they grow. Parents are able to track their child's developmental milestones such as how a child grows, learns, thinks, and interacts with others. Parents are able to document birth statistics, immunization, growth records, child favorites, and child photos. In addition, the UR Parent App also provides a link to websites and videos containing useful information. The Texts4Teachers delivers text messages for teachers of children from birth through age 8. The text messages focus on the critical areas of child development; family involvement; social and emotional development; health, safety, and nutrition; and curriculum and activities.
- **Character Building and strength based training:** *Who:* Bridges, Blue Valley Behavioral Health, Four Corners, Pretrial Diversion, Probation, 40 Developmental Assets trainers and other character building and strength based trainers *Timeline:* June 2017 and as requested *Results:* Participants will learn the common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults by instilling the 40 Developmental Assets.

Strategy three: Build volunteer network and adult role model network.

Resources:

- **Mentoring:** *Who:* Seward and Butler County Schools *Timeline:* August 2015 and ongoing *Results:* The goal of the program is to have a caring adult, or mentor, meet with youth for one hour per week. Mentors are volunteers from the community who have dedicated themselves to making a difference in the life of a young person. The TeamMates Program is committed to the following core values: serving youth with compassion and respect; providing safety and protection of the mentee and mentor; establishing integrity and trust in all relationships; and including mentees and mentors from diverse backgrounds. Mentees and mentors meet in and out of school. While meeting in school they can play games, talk, walk, shoot baskets, play catch, etc and while meeting outside of school they enjoy pizza parties, movie night, bowling day, picnics, and even attending a high school basketball game.
- **Safe Homes:** *Who:* Milford Public Schools, build and maintain established network. Seward Public School, build new network *Timeline:* Milford Public Ongoing; Seward Public: Ongoing *Results:* Our youth face intense societal pressure to use alcohol, tobacco, and other drugs. Families are the key to sending that message because they are the most powerful influence in a child's life. Parents are empowered to join together to give their children clear, consistent messages about underage drinking and drug use. The Safe Homes Parent Network is designed after the national Safe Homes substance abuse prevention program developed by parents to support parents. The program has been successful nationwide in reducing youth alcohol and substance use in communities. Its mission is to help parents establish a clear "No use" message for children in their home when it comes to the consumption of alcohol, tobacco, and illegal drugs. By signing a pledge, parents agree to cooperate with schools, law enforcement, other parents, and young people to create a safe and healthy atmosphere in which student use of alcohol and other drugs is prohibited. Parents who sign the pledge will agree to supervise student get-togethers and prohibit underage drinking and the use of drugs.
- **Volunteer network:** *Who:* Bridges, Concordia intern *Timeline:* Fall 2017 *Results:* Project will connect those organizations seeking volunteers and those individuals seeking to volunteer via Volunteer Connection Web site. Volunteers would have a central location to search for volunteer opportunities within Seward County. Each volunteer opportunity would display a general description of the activity, the best way to make contact if you are interested in volunteering, if a potential volunteer must meet any requirements (ie. age, educational skills, personality traits), the time commitment required in order to participate. By connecting individuals in the community to volunteer activities there is an increase likelihood they will stay crime free as a result of developing pro-social attitudes and social bonds to conventional values.
- **CASA volunteers:** *Who:* Community volunteers who have completed a minimum of 30 hours of training, attended at least three juvenile court hearings and have been sworn in

by a judge as a friend of the court *Timeline*: Ongoing *Results*: Qualified, compassionate adults will fight for and protect children's rights to be safe, to be treated with dignity and respect and to learn and grow in the security of a loving family. All children involved in juvenile cases due to being abused or neglect will have a CASA Volunteer assigned. Children with a CASA Volunteer are: more likely to be adopted than to linger in long-term foster care (defined as 3+ years); half as likely to re-enter the foster care system (fewer than 10% do); more likely to have a plan for permanency; more likely to do well in school.

- **Faith Based Youth groups:** *Who*: Faith-based organizations *Timeline*: Fall 2015 and ongoing *Results*: Faith based youth groups are facilitated by an adult role model who leads a group of youth towards developing common sense, positive experiences and qualities that help influence the choices they make. Youth attending these faith based youth groups are more likely to become caring, responsible adults as a result of instilling several of the 40 Developmental Assets. Youth are also considered to be at lower risk for committing crimes due in part to the fact they are surrounded by peers who share similar views of upholding morals attitudes and behaviors. These faith based groups generally meet weekly during the school year.

### *Priority Three*

Advocate against social acceptance of underage alcohol and drug use, and prevent and reduce these and other at-risk behaviors such as irresponsible social media usage, bullying and sexual promiscuity.

#### Supporting Data:

- In the last 30 days, 65.5% (Seward, 2012) and 68.5% (Butler, 2010) 12<sup>th</sup> grade students admitted to using alcohol in their lifetime, 27.9% (Seward) and 32.9% (Butler) admitted to using alcohol
- In the last 30 days, 28.1% (Seward, 2012) and 8.2% (Butler, 2010) of 12<sup>th</sup> grade students admitted to smoking marijuana in their lifetime, 11.7% (Seward) and 2.7% (Butler) admitted to smoking marijuana
- In the last 12 months, 11.6% (Seward, 2012) and 9.6% (Butler, 2010) of 12<sup>th</sup> grade students admitted to driving a vehicle under the influence of alcohol
- 44.8% (Seward, 2012) and 20.6% (Butler, 2010) of 12<sup>th</sup> grade students had favorable attitudes toward drug use
- 70.3% (Seward, 2012) and 74.0% (Butler, 2010) of 12<sup>th</sup> grade students thought it was sort of or very easy to get alcohol
- 48.8% (Seward, 2012) and 20.8% (Butler, 2010) of 12<sup>th</sup> grade students thought it was sort of or very easy to get marijuana
- The top three main ways 12<sup>th</sup> grade students got alcohol in Seward and Butler County was: getting it at a party, giving someone money to buy it for them, and taking it from their home without parents' permission.
- In the last 12 months, 24.9% (Seward, 2012) and 30.1% (Butler, 2010) 12<sup>th</sup> grade students stated they have been bullied on school property

- In the last 12 months, 15.1% (Seward, 2012) and 27.4% (Butler, 2010) 12<sup>th</sup> grade students stated they have been bullied on school property
- In the last 12 months, 4.7% (Seward, 2012) and 2.8% (Butler, 2010) 12<sup>th</sup> grade students reported being arrested

**Strategy one: Provide opportunities after the school bell rings or on non-school days for at-risk youth to engage in positive, not risky, behaviors.**

**Resources:**

- **4-H Afterschool Clubs:** *Who:* Extension and Seward County Schools *Timeline:* Ongoing *Results:* 4-H Afterschool Clubs create a safe, healthy, and enriching environment to enhance young people's social, emotional, physical, and academic success. The 4-H Afterschool Clubs provides youth with 40 Development Assets by building activities, incorporating science, technology, robotics, outdoor skills, agricultural literacy, art and other classes after the school bell rings and on non-school days. Based on data collected from surveys, 4-H Afterschool Clubs are preparing youth to be successful in science based classes in school, enhancing youth curiosity to learn, increasing organizational skills, fostering youth-adult partnerships, and instilling teamwork. On average, 150-200 youth participate every school year. 4-H Afterschool Clubs range in times met, due to the availability of instructors. Most clubs meet on average of 6-8 times for 4 weeks.
- **Seward Youth Center:** *Who:* Seward Youth Center *Timeline:* Ongoing *Results:* The Seward Youth Center provides youth with a safe, alcohol and drug-free after-school environment to engage in positive and supervised activities in order to enhance social interaction with peers. The Youth Center offers several opportunities for youth be involved. The Youth Center provides free tutoring for any middle school student who needs extra help with school work and subjects, a daily Afterschool Program that covers a diverse array of activities and presentations, and monthly Teen Dances/Fun Nights consisting of games, karaoke, and dancing.
- **School sponsored programs:** *Who:* Butler and Seward County Schools *Timeline:* Ongoing *Results:* School offers several extracurricular and sport activities to youth.

**Strategy two: Use environmental approaches, educational opportunities and information dissemination.**

**Resources:**

- **Risk and Protective Factors mailing:** *Who:* Bridges, Local Schools *Timeline:* January 2017 *Results:* The Nebraska Risk and Protective Factors Student Survey (NRPFSS) targets Nebraska students in grades 6, 8, 10, and 12 with a goal of providing schools and communities with local level data. The survey was designed to assess adolescent substance use, delinquent behavior, and many of the risk and protective factors that predict adolescent problem behaviors. The Nebraska survey is adapted from a national, scientifically-validated survey and contains information on the risk and protective factors.

These risk and protective factors are also highly correlated with substance abuse as well as delinquency, teen pregnancy, school dropout, and violence. Results from the NRPFS can aid schools and community groups in planning and implementing local prevention initiatives to improve the health and academic performance of their youth.

- **Social media safety and bullying awareness through education programs and projects:** *Who:* Bridges, Local schools *Timeline:* Fall 2015 *Results:* As internet use by youth increases, so do concerns about their safety. Providing a safe environment requires an in-depth understanding of the risks youth are facing and brainstorming ideas to address these risks. Topics to be discussed include reviewing the dangers of social networks and the consequences social media may have for future job applicants; protecting ones privacy through safety controls; safeguarding against cyberbullying; identifying scams; and educating about the risks associated with posting too much personal or private information. In conjunction, in recent years the awareness of bullying among youth have come to the forefront as the internet and social media have made it easier for bullies to attack their victims. The anonymity of the internet also makes it easier for bullies to post intimidating messages for the world to see all while concealing their identity. The following are important topics to be address when addressing this issue: discussing various forms of bullying, why someone may bully, the effects of bullying, ways to be proactive in stopping bullying, discussing differences and the importance of acceptance (ie, cultures, weight, sexual orientation, race, disabilities, etc), and what communities can do to take a stance against bullying. Social media safety and bulling awareness may be done through various avenues such as formal presentations, demonstrations, trainings, brochures, projects, posters, educational games, etc.
- **WAIT Training/Real Essentials:** *Who:* Bridges, Seward Youth Center, WAIT trainers *Timeline:* January 2014 *Results:* The WAIT Training/Real Essentials curriculum used by educators, parents, and other role models is to assist youth in understanding themselves and the differences in others; making healthy decisions; dealing with cultural and peer influences; communicating effectively; dealing effectively with conflict; understanding friendship, dating and love; avoiding high-risk behaviors; and understanding the benefits of and the skills to prepare for healthy marriage. The curriculum is offered in different forms such as educator certification training, direct services to schools and other organizations, and a mentoring edition that consists of a small group with a leaders guide and youth workbooks.
- **Pretrial Diversion and Probation classes:** *Who:* Pretrial Diversion, Probation *Timeline:* Ongoing *Results:* There are several educational classes offered to youth through the Pretrial Diversion and Probation classes. Youth who are enrolled in either program may be required to attend classes; however, the classes are available to the public. These classes focus on educating youth about positive decision-making, reducing substance use and abuse, and developing effective communication skills.

**Strategy three: Schedule law enforcement initiatives to reduce driving under the influence and alcohol sales to minors, and increase the number of responsible beverage servers.**

#### Resources:

- **Sobriety checkpoints:** *Who:* Police Departments *Timeline:* Ongoing *Results:* Sobriety checkpoints are used by law enforcement officials to identify drivers for signs of alcohol or drug impairment. In addition, sobriety checkpoints may gain media attention and increase a driver's perceived risk of arrest and ultimately lead to fewer drivers under the influence. Sobriety checkpoints are commonly targeted to specific areas and times that studies have shown the probability of DUI apprehension is the highest (ie. nighttime, weekends, holidays, etc). The Centers for Disease Control studied sobriety checkpoints and found numerous studies that show they can reduce alcohol-related crashes and fatalities by 18-24%.
- **Compliance checks:** *Who:* Police Departments *Timeline:* Ongoing *Results:* Alcohol compliance checks are a type of environmental prevention that deters alcohol retailers from selling alcohol to underage youth. Law enforcement officials supervise undercover youth who attempt to purchase alcohol. If the youth is successful in purchasing alcohol, the establishment is penalized. These compliance checks also provide many additional benefits for the community such as: measuring and monitoring the level of underage alcohol sales in the community; achieving voluntary compliance in the future; raising community awareness; reinforcing community norms that underage drinking is unacceptable; and deterring youth from attempting to purchase alcohol from retailers.
- **Responsible beverage server trainings:** *Who:* Four Corners, Region 5 *Timeline:* As requested *Results:* Responsible Beverage Server training programs give owners, managers, and staff of establishments that serve alcohol knowledge and skills to help them serve alcohol responsibly and fulfill the legal requirements of alcohol service. Training programs for managers and owners most often provide guidance on implementation of service policies and practices. Training programs for servers focus on knowledge and skills that enhance their ability to prevent excessive alcohol consumption among patrons, minimize harms from excessive drinking that has already occurred, and intervening to prevent intoxicated patrons from driving.

**Strategy four: Schedule law enforcement initiatives to reduce underage use of tobacco, vapors, illegal drugs, and imitation drugs.**

#### Resources:

- **Compliance checks:** *Who:* Police Departments. *Timeline:* Ongoing *Results:* Compliance checks are a type of environmental prevention that deters alcohol retailers from selling tobacco, vapors, illegal drugs, and imitation drugs to underage youth. Law enforcement officials supervise undercover youth who attempt to purchase these illegal substance. If the youth is successful, the establishment is penalized. These compliance checks also provide many additional benefits for the community such as: measuring and monitoring

the level of tobacco, vapors, illegal drugs, and imitation drugs in the community; achieving voluntary compliance in the future; raising community awareness; reinforcing community norms that these substances is unacceptable; and deterring youth from attempting to purchase these substances from retailers.

### ***Priority four***

Prevent youth from entering the juvenile justice system by providing services and reduce the length of stay in the system by offering community services.

#### Supporting Data:

- In 2013, 67 total juvenile arrests in Seward County and 16 total juvenile arrests in Butler County
- In 2014, 36 total juvenile enrollments in the Seward County Pretrial Diversion Program and 12 total juvenile enrollments in the Butler County Pretrial Diversion Program
- In the 2014-2015 school year, 95 total student referrals were made to the Seward County Truancy Program with 18 students required to enroll. In Butler County, there were 67 total student referrals were made to the Butler County Truancy Program with 23 students required to enroll.
- In 2014, the Seward County Probation completed 8 juvenile intake screens and 46 juveniles were enrolled in probation. Butler County Probation completed 2 juvenile intake screens and 16 juveniles were enrolled in probation.
- 34.9% (Seward, 2012) and 37.1% (Butler, 2010) of 12<sup>th</sup> grade students are at risk for academic failure
- 35.8% (Seward, 2012) and 27.8% (Butler, 2010) of 12<sup>th</sup> grade students reported having a low commitment to school
- 23.1% (Seward, 2012) and 23.3% (Butler, 2010) of 12<sup>th</sup> grade students reported early initiation of alcohol, tobacco, or drug use.
- 39.9% (Seward, 2012) and 28.8% (Butler, 2010) of 12<sup>th</sup> grade students reported having favorable attitudes toward antisocial activities such as taking a gun to school, stealing money, skipping school, picking a fight with someone, or attacking someone with the idea of seriously hurting them.
- In 2014, 23 children were served by a CASA volunteer. Of these 23 children, 18 were child neglect related and 5 were child physical/sexual abuse related.

#### Strategy one: Use of Assessment Tool

#### Resources:

- **Youth Level of Service:** *Who:* Pretrial Diversion, Probation *Timeline:* Ongoing *Results:* The Youth Level of Service (YLS) is a risk/needs assessment and a case management tool. The YLS/CMI helps professionals identify the youth's major needs, strengths, barriers, and incentives; select the most appropriate goals for him or her; and produce an effective case management plan. Professionals gather information from a client by focusing on several areas: prior and current offenses, education, substance abuse, family, personality/behavior, peers, leisure/recreation, and attitudes/orientation.

- **NYS:** *Who:* Pretrial Diversion, Probation *Timeline:* Ongoing *Results:* The Nebraska Youth Screening (NYS) tool is an adaptation of the Youth Level of Service (YLS). The NYS is a shorter pre-screening tool used by agencies to quickly distinguish low-risk youth from high-risk youth. This tool appears to be effective for quickly capturing a youth's potential score on the full YLS. Similar to the YLS, professionals gather information from a client by focusing on several areas: prior and current offenses, education, substance abuse, family, personality/behavior, peers, leisure/recreation, and attitudes/orientation. If a youth is identified as a low risk offender on the NYS, the NYS can be used in lieu of the full YLS assessment. However, if the youth is identified as either medium or high risk a YLS assessment will need to be completed.
- **Intake Screen:** *Who:* Probation *Timeline:* Ongoing *Results:* An intake occurs at the request of law enforcement when a juvenile under the age of 18 has committed a new law violation, has an active warrant or is a runaway. Law enforcement contacts the local probation office and arranges for the probation officer to conduct the intake utilizing the intake tool. This is a standardized scoring tool that helps make decisions regarding what should occur with a youth until they appear before the Court. The Probation Officer interviews law enforcement, the youth and the parent to gather information then scores the tool. Areas include severity of current offense, legal status (currently/recently under supervision or before the Court) risk of failure to appear/reoffend, mitigating factors such as parent willing/able to assume supervision or no citations within the last year and aggravating factors such as runaway behaviors multiple offenses or history of violence are also considered. The purpose of the tool is to prevent unnecessary detention of youth. Youth should only be detained if they are a flight risk or a danger to reoffend.

**Strategy Two: Implement prompt prevention and intervention strategies for truant students with an individualized plan that focuses on collaboration with parents toward reestablishing attendance in school**

**Resources:**

- **Seward and Butler County Truancy Program:** *Who:* Seward and Butler County Truancy Program, Probation, Seward County Attorney, Butler County Attorney, Bridges, Blue Valley Behavioral Health, Extension and Local schools *Timeline:* Ongoing *Results:* The Truancy Program in Seward and Butler County focuses on early identification of children that are at risk of being suspended or are at risk for involvement in the juvenile justice system due to truancy. The program will address intervention strategies for those who are demonstrating significant difficulty attending school on a regular basis. The program involves parents, guardians, teachers, mentors, and other caring adults to better understand the child at risk. Once enrolled in the program, the student's attendance is checked on a daily basis and the Truancy Case Manager continues to assess the student's behavior and assist them in getting to and from school, if needed.

**Strategy Three: Implementing evidence-based strategies or standardized, replicable practices that have been researched and have demonstrated positive outcomes**

Resources:

- **Nebraska Juvenile Pretrial Diversion Guidelines:** *Who:* Seward and Butler County Pretrial Diversion *Timeline:* Ongoing *Results:* The Nebraska Juvenile Pretrial Diversion Guidelines provides a framework for juvenile pretrial diversion programs that will ensure consistency with statutory requirements, as well as consistency to the juvenile justice system across Nebraska. Goals, objectives, and the administration of proposed juvenile pretrial diversion programs should be consistent with the guidelines set forth within the document. The document can be used to enhance and/or expand an existing program. Pretrial Diversion programs receiving or seeking Community-based Juvenile Services Aid funding are required to follow these guidelines.

Strategy Four: Educate youth about the effects of alcohol, tobacco, and other drugs on their lives through prevention and intervention.

Resources:

- **Insight Class:** *Who:* Pretrial Diversion *Timeline:* Ongoing *Results:* The Insight Group educates youth about substance use and how the substances affect their decision making, and other consequences of their drug use. The group utilizes curriculum that has been demonstrated to be an evidence based practice. More specifically youth work through a series of exercises designed to encourage positive choices regarding substance use. Examples of activities include: identifying the pros and cons of alcohol and marijuana use; identifying and overcoming the excuses commonly given to justify the use of alcohol or other drugs; understanding blood alcohol levels and how the body is affected; assessing involvement with alcohol and other drugs by identifying where in the stage of addiction they are located; pinpointing situations in which alcohol or other drug are commonly used; identifying if alcohol or other drugs has affected certain areas of one's life such as friendships, families, school, etc; and investigating how to manage attitudes, behaviors, or other outside influences that may put them at risk for using alcohol or other drugs.
- **Tobacco Education Group:** *Who:* Pretrial Diversion *Timeline:* Ongoing *Results:* The Tobacco Education Group educates youth about the negative consequences of tobacco use and how to move closer to quitting. The group utilizes curriculum that has been demonstrated to be an evidence based practice. More specifically youth work through a series of exercises designed to encourage positive choices regarding tobacco use. Examples of activities include: identifying which stage of change of quitting tobacco they are in; measuring attitudes about smoking; identifying the pros and cons of smoking; reviewing the short term and long term harmful effects of tobacco use; understanding the chemicals contained in cigarettes; and determining the financial costs associated with smoking.
- **Choices Class:** *Who:* Pretrial Diversion *Timeline:* Ongoing *Results:* Educate youth about responsible decision making relating to alcohol use by proving facts, discussing the

risks, and evaluating society norms relating to alcohol. The goal is to reduce the number of youth using alcohol and potentially other illegal substances.

- **D.A.R.E.:** *Who:* Local law enforcement, Local schools *Timeline:* August 2015 and ongoing *Results:* D.A.R.E. focuses on teaching students good decision-making skills to help them lead safe and healthy lives. Every lesson good decision making skills are practiced with the Dare Decision Making Model, which teaches them to define the problem, assess their choices and consequences, respond, and then evaluate their decision. This is done using various scenarios from inside of their workbooks either out loud as a group or in small groups. D.A.R.E. provides students with facts and health effects of tobacco and alcohol, but also talks about responsibility and consequences, identifying and dealing with stress, confident communication and effective listening, peer pressure and resistance strategies, bullying, being a good citizen, and getting help/help networks. Each lesson is aimed at giving students the knowledge to recognize risky situations and information to make smart, informed decisions when faced with those situations. D.A.R.E. is about kids learning to be safe and responsible.

#### Strategy Five: CASA (Court Appointed Special Advocates) Program

##### Resources

- **Through the Eyes of the Child Team:** *Who:* Regular parties to a juvenile case, attorneys, county attorney, court staff, DHHS, therapists, school personnel, law enforcement. *Timeline:* July 2015, regular parties to a juvenile case actively participating. July 2014, experience positive change in cases regarding child abuse or neglect *Results:* The Through the Eyes of the Child Team is a multidisciplinary team comprised of local child welfare stakeholders to collaborate with each other in their efforts to improve issues in their communities' child welfare court systems as well as communicate with other teams and stakeholders across the state to identify systemic barriers and work on solutions. The teams create their own strategic plans, which include projects and goals to improve the child welfare court system, and then meet regularly to ensure those goals are being accomplished. Examples barriers commonly addressed include: children's attendance at court hearings, availability of substance abuse services, adequacy of parenting time, use of mediation/facilitation, quality of court reports, improvement of support service to the family, response to older youth in car, and targeted treatment for substance-abusing parents.
- **Child Abuse & Neglect Training– Professional:** *Who:* Professionals who work with youth; teachers; child care providers; therapists; and others *Timeline:* September 2015 *Results:* Professionals who work with youth will notice the signs of child abuse and neglect, how to properly report suspected child abuse or neglect, and understand the roles and responsibilities of various agencies involved in these type of cases. The goals of the trainings are to increase knowledge and expectations of those who are mandated by law to report child abuse and neglect and to eliminate the stigma of calling the child abuse and neglect hotline. These trainings are commonly held by the Child Advocacy Center. Notification of upcoming training opportunity can found on the CASA and Child

Advocacy Center website, in the local newspaper, fliers posted in the community and through word of mouth.

- **Child Abuse & Neglect Training – Public:** *Who:* Community leaders, citizens of Seward County, anyone with an interest in the welfare of children *Timeline:* January 2016 *Results:* Public trainings on child abuse and neglect focus on increasing public awareness. Participants will be able to define child abuse and neglect, identify who must report child abuse and neglect, practice the questions they should ask children before making a report, become familiar with the roles and responsibility of various agencies involved in these types of cases. The stigma of calling the child abuse and neglect hotline will be eliminated. These trainings are commonly held by the Child Advocacy Center. Notification of upcoming training opportunity can found on the CASA and Child Advocacy Center website, in the local newspaper, fliers posted in the community and through word of mouth.
- **CASA Volunteers:** *Who:* Community volunteers who have completed a minimum of 30 hours of training, attended at least three juvenile court hearings and have been sworn in by a judge as a friend of the court *Timeline:* Ongoing *Results:* Qualified, compassionate adults will fight for and protect children’s rights to be safe, to be treated with dignity and respect and to learn and grow in the security of a loving family. All children involved in juvenile cases due to being abused or neglect will have a CASA Volunteer assigned. Children with a CASA Volunteer are: more likely to be adopted than to linger in long-term foster care (defined as 3+ years); half as likely to re-enter the foster care system (fewer than 10% do); more likely to have a plan for permanency; more likely to do well in school.

**Strategy Six: Offer detention alternatives to youth involved in the juvenile justice system through community services**

Resources:

- **Electronic Monitoring:** *Who:* Pretrial Diversion, Probation *Timeline:* Ongoing *Results:* Electronic monitoring is a system used to increase effectiveness in supervising participants who are required to abide by curfew or remain in their homes as a condition of the Diversion Program. GPS tracking systems capture location data throughout the day, comparing collected data against stored geographic boundaries and schedules once the individual returns home. When the tracker comes within range, GPS data is uploaded to the central monitoring computer using the client’s home phone line. The central monitoring computer compares the location data to the client’s authorized schedules and locations to detect violations. As a result, the staff can also monitor participants adherence to curfew restrictions based on presence or absence in the home.
- **Tracking:** *Who:* Pretrial Diversion, Probation *Timeline:* Ongoing *Results:* A tracker is a person who works with the youth and family in the community to increase accountability and provide skill building to support the youth’s success in the home. Goals can be written to address supervision, personal development, independent living, parent/family

involvement, school, free time activities, development of support systems and restorative justice. Tracking services may be combined with electronic monitoring or used alone if needed.

### ***Priority Five***

#### **Increase availability of community based support for youth with behavioral health issues.**

##### **Supporting Data:**

- In the last 12 months, 24.9% (Seward, 2012) and 30.1% (Butler, 2010) 12<sup>th</sup> grade students stated they have been bullied on school property
- In the past 12 months, 15.1% (Seward, 2012) and 27.4% (Butler, 2010) 12<sup>th</sup> grade students stated they have been bullied electronically
- In neighboring county, Lancaster County, in 2014 there were 11 suicides for ages 10-24. The effects of increasing suicides in a neighboring county may affect suicide rates in Seward and Butler County due to media coverage and “glorifying the victim.”
- One of the leading agencies to provide substance abuse and mental health services, reported 83 youth participating in their substance abuse and mental health outpatient programs and 78 youth participating in their substance abuse and mental health youth assistance programs in their 2014-2015 fiscal year.

**Strategy one: Provide a crisis intervention resource to law enforcement and mental health agencies**

##### **Resource:**

- **Emergency Response Team** *Who:* Emergency Response Team *Timeline:* Fall 2016 *Results:* The Emergency Response Team would operate a 24-7 phone line that allows law enforcement to access a mental health professional to assist them with people who are experiencing a mental or behavioral health crisis and may require an emergency protective custody. The crisis counselor would complete an on-site assessment of the individual, work to defuse the situation, develop a safety plan and refer to community support services as appropriate. As it relates to providing emergency response to youth, the goals of this program is to provide an alternative way to access services without needing to cite the youth, reduce the need for an ungovernable filings in order to access services, reduce the need for emergency out of home placement and/or detentions of youth and reduce law enforcement contact time. This alternative response was developed to address a noted gap in services. In Seward County, law enforcement and families have few emergency assistance options for youth displaying aggression, property destruction, runaway tendencies, or other delinquent behaviors.

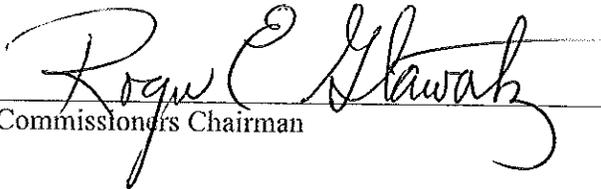
**Strategy two: Address youth suicide through public awareness, education and training to help communities build new and/or strengthen existing programs.**

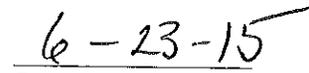
Resource:

- **Suicide Prevention Training** *Who:* County Attorney, Blue Valley Behavioral Health, Four Corners *Timeline:* Summer 2016 *Results:* Suicide Prevention Training is a crucial component of many community professionals education. Adequate training will prepare professionals on how to identify risk factors and early signs of depression, respond to individuals who are suicidal, stress the importance of asking about suicide and address the importance of partnering with qualified mental health professionals for assessment and crisis intervention services. Suicide training may be done in several avenues such as face-to-face workshops, webinars, and other self-paced courses.
- **Community-based Suicide Awareness Activities:** *Who:* County Attorney, Blue Valley Behavioral Health, Four Corners *Timeline:* Fall 2016 *Results:* One of the key ways to prevent a suicide is by creating a heightened sense of awareness. Community-based activities is one way to create this awareness. Some examples of activities include a Suicide Prevention Walk; making educational brochures available to schools, law enforcement, mental health professionals, churches, parents, youth, etc; holding an annual fundraiser with funds going to the organizations like the Nebraska Suicide Hotline; sponsoring speakers; and holding activities during Suicide Prevention Week.

**County Board Chair:  
Roger E. Glawatz  
Seward County Courthouse  
Seward, NE 68434  
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The Seward County Commissions were provided a copy of the plan prior to this date for review. During a regular scheduled meeting the board members discussed and approved the Seward and Butler County Three Year Juvenile Justice Comprehensive County Plan as presented by Casey Tiemann.

  
\_\_\_\_\_  
Commissioners Chairman

  
\_\_\_\_\_  
Date